

**AN ANALYSIS OF TEACHERS' FEEDBACK ON STUDENTS'  
SPEAKING ERRORS AT THE ELEVENTH GRADE OF SMAN 01  
BANGKALAN**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree of English Language Education



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Has been examined in front of examiners  
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It has fulfilled the requirements to get  
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## LETTER OF STATEMENT

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Hereby, declare that:

1. The thesis entitled: **AN ANALYSIS OF TEACHERS' FEEDBACK ON STUDENTS' SPEAKING ERRORS AT THE ELEVENTH GRADE OF SMAN 03 BANIKULAN** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16 January 2020

The Writer



EKA PRIMINATHA NDIRASID

***An Analysis of Teachers' Feedback on Students' Speaking Errors at  
the Eleventh Grade of SMAN01 Bangkalan***

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**Abstract**

This present study aimed 1) Investigating the types of feedback does the teacher use on speaking error made by eleventh grade students of SMAN 01 Bangkalan, and 2) Investigating how the students' responses to the teacher feedback.

This research used a qualitative approach as the design. Here, the techniques used in this research were doing an observation field-note in the English learning class and a semi-structured interview with the English student. This participant was selected because the student did an error. The observation aimed to find out how the process of interaction ran in the classroom. Then it was followed by semi-structured interview to find out the reasons of having such interaction. In addition, the researcher utilized observation sheet, field note, and interview guide as the instruments of data collection. In analyzing the data, the researcher utilized the tabulation form proposed by Sugiyono (2010).

The findings of this research showed that there were two kinds of feedback which used by the teacher. Repitition and Confirmation. Then, the students' felt learn a lot from the teacher's feedback and repitition and confirmation can minimize the students' the error.

Keywords: Feedback, English learning, students learning, qualitative study.

## MOTTO AND DEDICATION

- Expect the highest level of life, but accept the lowest level of life!
- Success begins with the adversity.
- Never feel able, but always want to be able.

### DEDICATION:

*To the most precious people to my heart, to the ones who gave birth and meaning to my life, to the ones who have provided me with their encouragement, love and understanding, to dear mother (Siti Aminah) and beloved father (Nurasid) I dedicated this work. This work is also dedicated to my beloved wife (Latifatul Fikriyah). To all my friends who have been supportive, caring and patient, I dedicated this simple work to all those who love me.*



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Eka Priminatha Nurasid





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## INTRODUCTION

English language in Indonesia is as a foreign language. Although it is a foreign language, many people try to learn it. By mastering English, we can communicate with the foreign people. In this era, English become essential language in Indonesia. Since that, Indonesia has its first foreign language lesson from eight or nine years (primary) through high schools (Renandya, 2000). It means that English is important, and English is necessary to be learnt in primary until high school levels.

For several students, they find difficulties in learning English. It is because the usage of English language is only in the school situation. Then, the students feel hard to master English. They are more confident using their mother tongue than using English. However, as a L2 English is really hard to learn. When students had a deep knowledge in L1 and learned L2, students may found confusion which involve an error, L1 has interference in learnt L2 (Harmer, 2001). Therefore, the teacher needs to figure and find solutions to motivate students in using English communicatively in daily life.

Errors are usually found in teaching and learning process. Errors are divergent of correctness. When students make error, it means that they do learning process. By making an error, students can learn from the error itself. "Errors are signals that learning is going well. Error can indicate those students are in progress and success in language learning" (Hendrickson, 1978).

Effective teaching is when the students get improvement in learning process. Elliot (2014) defines that effective teaching is lead students to improve their outcomes. It means that effective teaching does not easy. The teachers need to lead students' improvement, need to know the progress.

Assessment is as one way to minimize students' errors. Assessment is a part of teaching and learning process since it has an effect. Lamprianou and Athanasou (2009) notes that assessment is the process of collecting and organizing information from purposeful activities (e.g., tests on performance or learning) with a view to draw inferences about teaching and learning as well as about persons, often make comparisons against established criteria " Assessment

is the main process in effective instruction. If the students understand what we teach, we do not need to assess him” (William, 2013). However, assessment is an essential part in teaching and learning process. By doing an assessment teacher will know the students’ progress.

There are several ways to assess the students; one of them is giving feedback. Feedback is information that gives by the teacher toward the students understanding or performance (Hattie & Timperley, 2008). It means that feedback is one way to assess students by giving challenge and response from students’ performance or understanding.

According to Brookhart (2008), there are two types of feedback; oral feedback and written feedback. This thesis focuses on oral feedback. It talks about oral feedback more than written feedback. Oral is similar to thing with an activity in speaking.

Oral feedback is often given informally during observations of students doing their work or of work in progress (Brookhart, 2008). Oral feedback usually occurs during a task (Neals, 2015). It means that oral feedback given to the students during teaching and learning process.

There are several teachers do not know how to give effective oral feedback to the students. Sometimes oral feedback is underestimated, because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the teachable moment and in a timely way (Neals, 2015). It means that when the teachers use appropriate feedback to students it can be powerful tools in teaching and learning process.

Types of feedback have an impact for students to get more understanding of the learning which are given by the teachers. The teachers can help students to know their strengths and weaknesses, by using an appropriate feedback (Lamprianou and Athanasou, 2009). Mac Donald (1991) concludes that the use of feedback may improve students’ understanding to realize in practice. However, feedback can be useful when the teachers use a correct feedback. In fact, the use of appropriate feedback is not realized in practice.

Noora (2016) discusses about students' perceptions about the use of oral feedback in EFL classroom. She said that feedback makes students feel anxious. Lee (2008) discusses about students' reactions to teacher feedback in two Hongkong secondary classrooms. She focuses on reactions in written feedback. She states that writing feedback is useful for students if it is clearly given to the students. This thesis focuses on the students' reactions to oral feedback and factors influencing students' reaction toward teacher feedback.

### **Research Questions**

1. What types of feedback does the teacher uses on speaking error made by the eleventh grade students of SMAN 01 Bangkalan?
2. How do the students respond to the teacher's feedback?

### **Objectives of the Research**

According to the questions above, it can be stated that the objectives of the study are as follows:

1. To describe the types of feedback the teacher uses on speaking error made by the eleventh grade students of SMAN 01 Bangkalan.
2. To describe the students' respond to the teacher's feedback.

### **Significance of the Research**

The result of the research is expected to be useful and able to give contribution for the improvement of English teaching and learning process. The advantages of the research are as follows:

1. For the teacher

This research can be used to the teacher as a consideration to choose a kind of feedback that will be given to the students appropriately.

2. For the students

This research can add knowledge to students, how to receive feedback from the teacher.

3. For the next researchers

This research hoped can add some information for the next researcher which has a similar topic.



## **Scope and Limitations**

The researcher scopes the study of oral feedback which is used by the teacher, and oral feedback is done in whilst teaching, and the feedback focuses on students doing an error. And the students' respond toward the teacher feedback at SMAN 01 Bangkalan. The limitation of this study takes place at the eleventh grade students at the SMAN 01 Bangkalan.

## **Definition of the Key Terms**

In order to avoid misunderstanding and misinterpretation, the researcher provides the key terms of this study as follows:

Error refers to a reflect gaps a learner knowledge, it occurs because the learner does not know what is correct (Ellis, 2003). In this study, an error is defined as a gap between the knowledge and students' understanding.

Hattie and Timperley (2008) noted that feedback is conceptualized as information by an agent (teacher, parent, experience, etc.) regarding of one's performance or understanding. In this study, feedback is defined as information given by a teacher to a students' performance.

Oral feedback is one's type of feedback, as its name already states, it is feedback that is given orally and often in interaction with people (Brookhart, 2008). In this study, oral feedback is defined as a feedback given by the teacher to the students by way face to face and orally.

Response is a reaction or behavior by anyone that obtained from stimulation; stimulation can be a feedback, advice or etc (Susanto, 1997). In this study, response is defined as a student's reaction from the teacher feedback.

SMAN 01 Bangkalan is one of favorite senior high school in Bangkalan under government and it is located in Bangkalan.

The eleventh science grade is one of classes in Senior High School, which focus on science (Biology, Math, Physics, and Chemistry).

## **REVIEW OF RELATED LITERATURE**

### **Teaching English**

Teaching is to help someone to learn, give instruction, and guide the learner understanding the materials (Brown, 2007: 7-8). "A teaching theory

constructed by individual teacher” (Richard, 2002: 6). However, teaching is a part of instruction or guide students learn knowledge.

Teaching cannot be defined as a part of learning. Teaching is a guiding and facilitating the learners, enabling learner to learn, and setting the condition for learning. An extended definition or theory of teaching will spell our governing principles to choose certain methods and techniques (Brown, 2007: 8). It means that teaching is one of facilities in learning.

Meanwhile, Teaching English is teaching students to learn English. When the teacher taught English, the teacher needs to know how to teach English. Pincas & Friends (1980), states that English teachers’ duty is to make sure that their teaching methods will meet the students’ need appropriately and systematically organized. However, Pincas mentions there are three categories of English teachers’ duty as those all are needed when teaching English. Richards (2002:21) states that there are some characteristics of effective teaching as follows:

- a. The instruction is guided by the pre-planned curriculum.
- b. There are strong expectations for students learning.
- c. Students are carefully oriented to the lesson.
- d. The instruction is clear and focused.
- e. The teachers have to monitor the learning progress closely.
- f. The teacher will replay the teaching when the students do not understand.
- g. Class time is considered for learning.
- h. There are efficient classroom routines.
- i. Instructional groups formed in the classroom fit instructional need.
- j. Standard for classroom behaviours are high.
- k. There are positive interaction between teachers and students.
- l. The teachers encourage and reward the students.

The teacher did not expect the students to produce new language immediately; the teacher suggests them to aware of certain of its features (Harmer (2002: 73). Here, the teachers should not force students to study new language immediately but it needs a process in learning language.

There are several types of learner in English language learning according NCTE (2008).

- a. ELL (English Language Learner): An active learner of the English language who may benefit from various types of language support programs.
- b. ESL (English Language as a Second Language): Formerly used to designated ELL students; this term increasingly refers to a program of instruction designed to support the ELL. It is still used to refer to multilingual students in higher education.
- c. LEP (Limited English Proficiency): Employed by the U.S. Department of Education to refer to ELLs who lack sufficient mastery of English to meet the state standards and excel in an English-language classroom? Increasingly, English Language Learner is used to describe this population. Because it highlight learning, rather than suggesting that non-native English speaking students are deficient.
- d. EFL (English as a Foreign Language): Non-native English speaking students who are learning English in a country where English is not the primary language.

### **Teaching Speaking**

Speaking is defined as a process of building and sharing meaning through the use of verbal or oral (Chaney, 2002:13). Teaching speaking is to teach EFL learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rythm of the second language
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organise their thoughts in a meaningful and logical sequences
- Use language as a means of expressing values and judgements.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003).

Nunan notes several ways to teach speaking in EFL learners. However, the teacher should know how to teach speaking EFL learners. And it can be used to teach speaking EFL learners.

## **Error**

In a learning process, especially in learning second or foreign languages, there are a lot of errors had been found. Error is divergent of correctness. Error can indicate that students are in progress and success in language learning (Hendrickson, 1978). Here explains the categories and speaking errors.

### **Categories of Error**

Few researchers had been found errors in learning and teaching language as second or foreign language. Chaudron (1977) stated three categories of errors; Firstly, linguistic error which consist of phonological, morphological, and syntactic error. Secondly, content of error which refers to error on fact or knowledge. Finally, classroom interaction and discourse errors are including speaking in incomplete sentences. Brown & Yulie (1983) noted that native speakers of their language in which the occurrence of incomplete sentences is normal.

Error shows that student is being to be learn. It means that the development and internalization of the rules of the language are taking place (zhu, 2010). However, making error made by students should not to be judge from their knowledge of the language. But it could be essential information to the teacher to evaluate students' knowledge.

The teacher needs to identify how students learn and how to fix the errors which made by student's. When the students are doing errors, teachers need use feedback to help them reshaping the process rather than telling the students that they do errors (Harmer, 2001).

### **Speaking Error**

The concept of speaking error is not as simple to define as one think. Errors refer to something that is done wrongly because of ignorance or lack of attention (Catalan). Tarigan defines speaking is a language skill which evolve in children's life and its started by listening by skill, and in that moment their speaking skill are thought. From those statements, it can be concluded that speaking error is a moment that students learn speaking but had done wrongly.

Learners in SMAN 01 Bangkalan usually has non-native teacher of English. The language they teach in classroom may make a deviant form of the target language. It can be a cause that students may make an error from the teacher. It is very often, errors are not dealt with it, so the teacher's reaction cannot be the factor that reveals an error (Krashen 1982, 11). In this study, the researcher will define a respond by students toward teacher feedback. Through feedback both assessment and correction can be very helpful during oral work (Harmer, 2002: 104). It means that feedback can be useful in speaking class. However, feedback is one of the tools to fix errors. By receiving feedback, students may know what they have done and need to be fixed.

### **Feedback**

Feedback is how teachers assess the students of their actions or performances. Feedback is very helpful to know the progress of students. Hattie and tempered (2008) note that feedback is conceptualized as information by an agent (teachers, parents, experiences, etc.) regarding someone's performance or understanding.

### **Types of feedback**

There are 2 types of feedback, they are: oral feedback and written feedback.

- Oral feedback is one type of feedback since its name already stated that feedback is given orally. It can be given to an individual, group, or whole class (Brookhart, 2008). In addition, Clarke (2003) notes oral feedback is the most natural one because it can be given instantly and frequently. However, oral feedback is a feedback that given orally. The situation of oral feedback is natural because it is given directly.

Oral feedback involves an issue that written feedback does because it is given directly, oral feedback have a several issues."The issues in giving oral feedback are teacher have less time to make decisions about how to say things, and once you have said to them you cannot take them back ( Brookhart, 2008)". However, when use oral feedback, teachers need to consider what kinds of words to be chosen and deliver to the students.

Written feedback has similar characteristic with oral feedback. Written feedback is given in the form of writing comments. It means that the way in giving the feedback is in the form of writing. The teachers should know how to give a good writing feedback for the students. Brookhart (2008) notes there are three categories how to give a good written feedback.

- **Clarity**

Feedback needs to be clarified. The information should be clear in order give an easy view point for the students to do.

- **Specificity**

The feedback must be not too narrow, not too broad, and just right or straight.

- **Tone**

The tone refers to the expressive quality of the feedback message, and it affects how the message will be “heard”. This category makes students have their position to active. Thus, the teachers need consider in words choice. There are types of oral feedback.

### **Corrective Feedback**

Lynster and Ranta (1997) define that corrective feedback aimed to correct error in Students’ performance. It is divided into six types; they are explicit feedback, recast, clarification request, metalinguistic feedback, elicitation and repetition.

- **Explicit feedback**

In explicit feedback, teacher tells students’ incorrect utterance and gives the correct answer explicitly (Lynster and Ranta, 1997). The example of explicit feedback is “We don’t pronounce....., We Pronounce.....”.

- **Recast**

Recast means teacher correct students’ utterance by restates the correct form of students’ previous utterance which is incorrect (Lynster and Ranta, 1997). The example of recast is “ where he go?” Students’ said. “where does he go?” The teacher said.

- **Clarification Request**

Spada and Frolich (1995) stated this kind of feedback is used to clarify three possibilities. First, teacher misunderstands. Second, teacher does not hear clearly what student said. Third, students really make a mistake. For example a student said, "It is a new policy", Teacher didn't listen clearly the word 'policy'. Teacher gave feedback, "pardon me?" or "policy?" (Suzuki, 2005).

- **Metalinguistic Feedback**

Metalinguistic feedback is information, comment, or question to guide students find correct form themselves. This kind of feedback requires students analyze their error and give explanation about the correct form of the answer (Lynster and Ratna. 1977). For example, a student said, "She beautiful" and the teacher gave feedback, "Beautiful..... what is the verb?" (Lynster and Ratna. 1977).

- **Elicitation**

In elicitation, teacher repeats whole sentence that is uttered by students but elicits the correct form. Teacher uses pausing strategy to let students "fill in the blank" with the correct answer during pausing break (Lynster and Ratna, 1997). The blank is the wrong part of students' utterance which needs to be corrected. For example, a student said " She is run to her mother", the teacher gave feedback, " She is....." or " She is run....."(Lynster and Ratna, 1997).

- **Repetition**

Teacher can do repetition by repeating the error word or sentence in students' utterance. He adjusts his intonation with aim students will notice their mistake and have initiative to correct it (Lynster and Ratna, 1997). for example, student said, " The air is so fresh". In this case student pronounces air incorrectly and teacher noticed it. Teacher would say "air?".

### **Evaluative Feedback**

Evaluative feedback provides a statement about student's performance (Gatullo, 2000). According to Hattie and Temperley (2007), evaluative feedback is directed to student personally. It is very sensitive because it can influence students' learning motivation. Harmer (1998) appointed that oral evaluative feedback can motivate students to do things better afterward. In other hand, if it is



delivered incorrectly, students can receive the message negatively which result to low learning motivation. However, evaluative feedback can be positive or negative. It is depend how the teacher give the feedback to the students’.

Askew (2000) stated here are three kinds of evaluative feedback. They are approval & disapproval, confirmation, and encouragement.

- Approval and Disapproval

Approval is a feedback that contain teacher’s positive expression toward students’ performance (Askew,2000). For example, teacher can say, “You do good”. Disapproval contains negative tone toward students’ performance. For example teacher say, “ Not good enough”.

- Confirmation

Confirmation is a respond whether teacher understand students’ statement. Winne and Butler (1994) defined confirming students’ statement make them understand that they perform correct or incorrect performance (accuracy). For example teacher say, “ I agree with that!”.

- Encouragement

Encouragement is a moral support to students. Chamber (1999) stated that encouragement is a statement about what teacher wishes the students do. For example teacher say, “You can perform better”.

### **Descriptive feedback**

The definition of descriptive feedback is specific information about what students do well, what they need to improve and how they can improve (William, 1999). Descriptive feedback could be classified in three types: strength & weakness, area to improve, and improvement strategies.

- Strength and Weakness

In this feedback teacher tells the students about their strength and weakness. Elawar and Corno (1985) mentioned “when students receive informative feedback explaining both strengths and weaknesses, they demonstrate higher levels of intrinsic motivation. For example teacher say, “Your writing is ..... and You really did well in.....”.

- Area to Improve

In giving feedback on area to improve, teacher gives suggestion to improve, add or reduce specific things that students already had in their performance (William, 1999). For example teacher say, “You should improve.....”.

- Improvement Strategies

In this feedback, teacher gives suggestion about other possible strategies which has not existed in the performance that students can do (William, 1999). For example teacher say, “Next time, You would better.....”.

### **Strategies of Teacher’s Feedback**

Tunstall and Gipps (1996) mention that there are 8 types of typology feedback that can be used to give feedback for students. There are: rewarding, approving, specifying attainment, construction achievement, punishing, disapproving, specifying improvement, constructing the way forward.

- Rewarding – reward / reinforcement

This feedback is mostly in the form of positive feedback, such as smiley face, stars (value for students), etc.

- Approving – verbal or non-verbal

It is almost similar with rewarding feedback. Approval is evaluated and positive feedback. The act of this feedback is warm expression or positive facial respond, the example are very good, well done and good girl.

- Specifying attainment – specific praise, use of criteria

This type of feedback is descriptive feedback as describe the successful attainment. The example of this feedback is good job because you already mention.

- Construction achievement – teacher and student learn together

This type of feedback is that the teachers facilitate the learning process, like making conversation and dialogue with the students. This feedback focuses on work in progress.

- Punishing – negative comments, punishment

This type of feedback is mostly in a negative way. The example of this feedback is destruction of work and discrimination from group.

- Disapproving – negative non-verbal and verbal feedback.

This type of feedback is likely show the teachers disappointed feelings. The example is i am very disappointed in you today or you could do a lot better.

- Specifying improvement – specifying what is wrong

This type of feedback is to describe the student's mistakes already done and the teacher describes the mistakes.

- Constructing the way forward – mutual critical appraisal

This type of feedback is focuses on critical on students work. It likes a debate between students and teacher. In this way, teacher can make students to articulate students' ideas.

**Table: Tunstall and Gipps (1996) Feedback Typology**

Positive feedback		Achievement feedback	
Evaluative feedback		Descriptive feedback	
<b>A1</b> Rewarding	<b>B1</b> Approving	<b>C1</b> Specifying attainment	<b>D1</b> Constructing achievement
<b>A2</b> Punishing	<b>B2</b> Disapproving	<b>C2</b> Specifying Improvement	<b>D2</b> Constructing the way forward
Evaluative feedback		Descriptive feedback	
Negative feedback		Improvement feedback	

This type of feedback can be used whether the students have correct answer or not. Besides, Harmer states that there are several ways for teachers to show students incorrectness answer:

- Repeating

Teacher can ask to students to repeat their answers. By having this way, the teacher indicates that the students' answer is incorrect.

- Echoing

This feedback is similar with repeating, but in this feedback, the students are no need to repeat their answers. On the other hand, rather the teachers repeat the students' answers. By doing that, the students will know that they do some mistakes.

- Statement and question

Teacher can simply say to students “do people think that correctly?”

- Expression

Teacher can use some expressions or gestures to indicate the student's incorrect answer.

- Hinting

This type of feedback is quiet easy to do by the teacher. The teacher only says the grammar if the students have mistaken the grammar.

- Reformulation

The teacher gives direct correction in the part of the wrong sentence. Example:

Student: I would not have arrived late if i heard the alarm clock.

Teacher: If I had heard.

Student: If I had heard the alarm clock.

- Getting it right

If the students cannot respond the reformulation that had been given by the teacher easily, the teacher can use this kind of feedback. Example: the teacher can mention the incorrect word like (go not goes).

### **Respond toward teacher feedback.**

The respond happens when the student's are already listened to the teacher's feedback. The reaction could be anything. Lee (2008) found that there are several reactions in both positive and negative:

Positive:

A lot tidier

I've learn a lot

Very devoted

I understand

wrong

Negative:

not good enough

Very careless

very disappointing

I don't know what's

I'm quite happy

useless

Those are some responses of students toward teacher feedback. Miller (1996), notes that the factors of reaction can be occurred from students or the teacher.

Factor from the teacher:

- The way teacher looks
- His or her actions
- Something he or she said
- Or combination

How the teacher gives feedback will have impacts to students reaction since the teacher looks angry or the teacher told an unclear explanation. It could invite a negative responds from the students when they get feedback. Other factors come from students are:

- Become careful listener

Listening is the most important skill that can be added to the students' knowledge. If students concentrate in a good attitude to listen toward teacher feedback, the students will have a positive reaction.

- Keep feedback in perspective

It is easy for students to overreact toward teacher feedback. The students can overreact when they have misunderstanding. By students can add the knowledge.

- Try to learn from all feedback. Even feedback is presented poorly

Not all of feedback already given to students is clear since the teacher sometimes give a poor feedback. However, when the teacher gives a poor feedback, students still can maximize information that existing in teacher feedback.

## **RESEARCH METHOD**

### **Research Design**

This study uses descriptive qualitative in which describe an analysis of students reaction toward teacher feedback. In qualitative research, the researcher does not set out to test hypotheses, but only doing observation of has been presented during the observation. In this study, the researcher will observe the teacher and the students' activity in classroom and report it from the beginning till

the end. According to Bogdan (1980:43) states that some qualitative research work in team and have their field notes critiqued by a colleague as an additional check on bias.

The purposes of this study are to describe the characteristics of teacher feedback and the instructional context in which feedback is given, to describe student's respond from the feedback provide by the teacher in their specific context. In this case, descriptive qualitative considers as the research design.

### **Research Subjects**

The subject of this study is the eleventh-grade students of senior high school. The researcher chooses the eleventh-grade students' as the subject of the study because the eleventh grades are teenagers who are actively in learning process. There are eight classes in this level. Each class consist around thirty students. The researcher takes one class which included thirty four students in eleventh grade IA4. Mostly students in IA4 did an error rather than others.

### **Data Collection**

Data collection technique is the most essential part in the research, cause the main on the research is to get data ( Sugiyono, 2005). Since this study is descriptive qualitative, the main instrument is the research himself. The researcher acts as the key of the instrument, because in conducting the study, the researcher uses a descriptive qualitative, it means that the researcher devotes all the times and energy to conduct the study. The first method to collect data in this study is observation. The second method is interview.

### **Data Collection Technique**

Data collection methods used by the researcher in this study are observation and interview. The observation and interview are also used to require the data (qualitative data) to measure all the conditions from the impact of students' respond to teacher feedback.

### **Observation**

On this first data collection method, the researcher uses observation. Observation is a systematic recording of the elements that appear in a symptom on

the object of the research. The researcher learns about behavior and the meaning attached to those behaviors (Marshall in Sugiyono's book, 2010). By observation the researcher can get information's about the teacher feedback and how the students react toward teacher feedback. To get the first data, the researcher observes the teaching learning process using the observation field-note. (It can be seen in Appendix 1).

Sauro (2015) notes there are four kinds of observation. They are participant observation, overt observation and covert observation. They are:

- Complete Observer

In complete observer, the researcher is neither seen nor noticed by participants. It is one way to make participants act natural.

- Observer as participant

In observer as participant, the researcher is known and recognized by the participants. The role of the researcher only observes what participant do, listen what they say, without interrupt teaching learning activities.

- Participant as Observer

In participant as observer, the researcher is fully engaged with the participants.

- Complete Participant

In complete participant, the researcher acts as a spy, it means that the observer fully engages with the participants and partakes in their activities, and the participants are not aware that observation and research are being conducted.

The researcher uses participant as observer. It means that the researcher will participate in the classroom but the researcher only acts as an observer without interrupts the teaching learning activities. The observation covers the topic, teacher teaching technique, and students response while teaching process is being conducted. During the observation the researcher uses video recorder and field-note as an instrument. The field-note can be seen in appendix 1.

## **Interview**

Interview is "a meeting of two persons to exchange information and idea through question and responses resulting in communication and joint construction of meaning about a particular topic" (Esterberg in sugiono's book, 2010).



Sugiyono defines three types of interview, they are:

- **Structured Interview**

It is kind of interview where researcher has prepared some research instrument as like written questions, and researcher also has prepared the alternative answer

- **Semi-structured Interview**

This type include a kind of in-depth interview, semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions, allowing for discussion with the interviewee rather than a straightforward question and answer format.

- **Unstructured Interview**

It is kind of interview where there are no guidelines and no provided answer.

The researcher use semi-structured interview to ask the student about the factors of the teacher feedback to the student's reaction. By using semi-structured interview, the researcher will get information in deeply. The interview will be given to the students to get information about how far the impact of teacher feedback to students' respond at eleventh grade in senior high school is working. Students will answer based on their own opinion. The researcher uses video recorder as an instrument to record interview. In order to answer the statement problem, this table is suggested.

No	Statement Problem	Instrument	Data Collection Technique	Data
1	What types of feedback does the teacher uses on speaking error made by eleventh grade students of SMAN 01 Bangkalan?	Video recorder, Field notes,	Observation	Utterance
2	How do students respond to the teacher feedback?	Video recorder, Field notes, Interview guidelines	Observation and Interview	Utterance

## **Procedures of Data Collection**

Procedure is most important thing in research methodology. Without plan and procedure we cannot reach any conclusion. After selecting and finalizing the tools for data collection. The researcher will visit the school under investigation personally for taking prior permission from the Headmaster/ Headmistress of the school for collecting the necessary data. Subsequently, the researcher discusses in detail about his investigation with heads of respective schools and sought the permission from them to collect the necessary data.

After getting permission, the researcher will collect the first data by observation. To get the first data the researcher will observe the teaching learning process by using the observation field-note and video recorder.

Afterwards, the researcher collects the second data by interview. To get the second data, the researcher determines who will be the interviewee. After knowing who will be the interviewee, the researcher will discuss the result of the interview in detail.

## **Data Analysis Technique**

Data analysis is a Process to look for and arrange as systematic data from the result of interview, observation, and questionnaire ( Sugiyono, 2010). The researcher analyses the data by using non statistical method (Qualitative Method), and Data analysis completes by three phase.

### **1. Data Reduction**

The first step was the researcher reduces the data of observation field note and questionnaire. Reduction had a mean that made summary, chose the main things, focus to the important things, look for theme and pattern till data reduction give a clear explanation and make easy for the researcher to collect data in the next time.

### **2. Data Display**

If the concept is support by data as long as research by the researcher, so the concept is constant and not change anymore. The researcher is display concept in final report.

### **3. Conclusion drawing/ verification**

The last step in analysis data qualitative by the researcher was to make conclusion verification. The first conclusion is temporary and it changes if the researcher didn't find a strong proof. Then to interpret the students' result, non-statistically the researcher describes result of observation.

## **RESEARCH FINDINGS AND DISCUSSION**

This study was conducted at SMAN 01 Bangkalan for about 2 weeks. The sample was eleventh grade in IS 2. It has 35 students. Based on the result of the data analysis, it was found that the teacher as the subject of the study used two types of feedback on speaking error made by students. There was one student who made an error. He made linguistic error. After knowing the students made an error, the teacher gave feedback for his students'.

In this study, the observation instruments used field notes to write the activities during the teaching and learning process and to get data specifically. The observation has been done for two meetings, April 9<sup>th</sup> and April 16<sup>th</sup> 2019. This observation only observed how the teacher gave feedback to the students and the students' reaction toward teacher's feedback. The researcher wrote some important things as the research findings through the observation's field notes.

### **The Types of Feedback the Teacher Uses on Speaking Error Made by the Eleventh Grade Students of SMAN 01 Bangkalan.**

The result of the data analysis showed that the teacher used two kinds of feedback. They are; clarification request and repetition. It would be described as follows.

#### **Clarification Request and Repetition**

Clarification request and Repetition are parts of corrective feedback. In the first meeting, the teacher asks to students to come forward and sing an English song. There are 36 students sing an English song. And there was one student who made an error. And the teacher used clarification request to clarify that the student really made an error or not. After knowing the student made an error, the teacher used repetition to fix the student errors. It was shown in the dialogue' below:

S: The order night, dear as i lay sleeping, I dreamed I held you in my arms, when I awoke, dear, I was mistaken, so I hungry my head and I cried, you are my sun shine, My only sun

shine

T: Sun shine?

S: Sun shine

T: not that, sun shine (see Appendix 1 l.n 10-15).

In the second meeting, the teacher came to the class and greeted the students and the students replied the teacher's greeting, then, the teacher asked the students the material would be presented. The material were Most, Some, and All. the first group presented the material for about 30 minutes. In questions and answers' season, there was one student asked to the presenter. The student who asked to the presenter did an error

S: Why, most, some, all .....

T: Why

S:Most

T:Most

S:Most

T; And?

S:Most, all

T: All (see Appendix 2 l.n 31-38).

The conversation above showed the students' did an error. And the teacher gave feedback immediately. There is a gap between how the student said and the teacher said. And the student tried to copying the teacher said.

### **Factor from the teachers'**

Corrective feedback which is used by the teacher is very useful to fix an error, but sometimes it did not going well. There are several factors why the feedback did not going well. In the first meeting the students feel not good enough. Although the student felt the gap between the student said and the teacher said. But the student still felt not quite clear. It is because the teacher did not repeat the feedback. In the second meeting the teacher repeats the feedback many times to the student. It made students learn a lot from the teacher feedback.

Interviewer: So do you think feedback is important to be given when you did an error?

Interviewee: Yes it's very important when i did an error. I can get information how i fix an error or the correct think should be like that, etc.

Interviewer: So, can you tell me what kind of condition that you did not get the message or information from the feedback?

Interviewee: Right. Sometimes when i heard my teacher's, it's very crowded in outside class. So i cannot hear the explanation. And the teacher only gives less feedback. In the first meeting I just felt the teacher give less feedback although I found the gap

Interviewer: can you tell me which feedback that makes you more understand?

Interviewee: I think the second meeting made me more understand, because the teacher repeat the feedback many times until i feel the gap between mine, in the first meeting i feel the gap but it's not to quite clear to me (see Appendix 3 l.n 27-30 and l.n 39-40).

Having looked at interview result, if the teacher act less. The student cannot get clear information although the student feels the gap. But if the teacher did more acts. The student can learn a lot from the teacher feedback.

### **Factor from the Student**

The student can be one's of causes that the feedback is going well or not .if the teacher already give feedback although the feedback is less and the student did not overreact to the teacher feedback. It could make the student to make a same error in the future. Become careful listener it's not good enough to the student. If the student felt not quite enough, the student must overreact to the teacher feedback.

Interviewer: So, can you tell me what kind of condition that you did not get the message or information from the feedback?

Interviewee: Right. Sometimes when i heard my teacher. Its very crowded in outside class. So i cannot hear the explanation. And the teacher only give less feedback. In the first meeting i just felt the teacher give a little bit explanation although i found the gap

Interviewer: Well, when you cannot hear properly or you still need more explanation. Did you ask more to the teacher?

Interviewee: No, i did not do that. Because I am afraid i got angry (see Appendix 3 l.n 29-32).

From those result, the student only was being a good listener. When the student did not gets clear explanation from the teacher. The student did not do anything and did not overreact to the teacher feedback.

### **Discussion**

Based on research findings, the teacher uses repetition and confirmation request to fix students' error. Repetition and confirmation are types of Corrective feedback.

Those types of feedback are in line with the idea of Lynster and Ranta (1997) stating that corrective feedback aimed to correct error in students' performance. And its divided into six types. They are: Explicit feedback, recast, clarification request, metalinguistic feedback, elicitation and repetition. Based on the research findings it's similar with clarification request and repetition. The teacher uses clarification request to clarify the students really made an error or not. After knowing the students' made an error, the teacher uses repetition to fix an error.

In addition, the result of the data analysis from the interview indicated that the students' response toward the teacher's feedback was good. Repetition and clarification request can help student to fix his errors, if the students hear properly and the teacher repeat the feedback many times to fix the students' error. There is a gap how the teacher gives feedback in the first meeting and the second meeting. The results are in the first meeting, the students' feel not good enough. And in the second meeting the student felt can learnt a lot from the teacher. It is shown in the appendix 3 40 lines.

From those findings, its line with idea of Miller (1996) stating that the factors of reaction can be occurred from students' or the teachers'

Factor from the teacher:

- The way teacher looks
- His or her actions
- Something he or she said
- Or combination

How the teacher gives feedback will have impacts to students reaction since the teacher looks angry or the teacher told an unclear explanation. It could invite a negative responds from the students when they get feedback. The other factors come from students are:

- Become careful listener

Listening is the most important skill that can be added to the students' knowledge. If students concentrate in a good attitude to listen toward teacher feedback, the students will have a positive reaction.

- Keep feedback in perspective

It is easy for students to overreact toward teacher feedback. The students can overreact when they have misunderstanding. By students can add the knowledge.

- Try to learn from all feedback. Even feedback is presented poorly

Not all of feedback already given to students is clear since the teacher sometimes give a poor feedback. However, when the teacher gives a poor feedback, students still can maximize information that existing in teacher feedback.

In this case, the factor from the teacher is her action. There is a gap of teacher action between first meeting and second meeting. And the factor from the student is the student did not keep feedback in perspective. The student did not overreact to the teacher feedback. The student only becomes careful listener, but when the student did not get the information or content of the feedback the student did not ask. And it can made student do an error in the future.

## **CONCLUSION AND SUGGESTIONS**

Concerning with the findings of the study, it could be concluded that the process of teaching and learning generally ran well. The feedback succeeded or not to minimize students' error could be from the teacher and the students. The English teacher should repeat the feedback many times. In the first meeting, the students did not feel good enough because the students needed the teacher to repeat the feedback many times. In the second meeting, the students learnt many things from the teacher, because the teacher repeated the feedback many times, and the students got the content of the teacher's feedback. The students should overreact to the teacher's feedback. Both in the first and second meetings, the students only became careful listeners. Becoming careful listeners were not good enough to the students if the teacher gave a poor feedback. The students needed overreacting toward teacher's feedback.

In addition, the students' response towards the teacher's feedback was good. Although, there was a gap of students' feeling between the first meeting and the second meeting. In the first meeting the students felt they could learn a lot from the teacher's feedback. In the second meeting they did not feel quite clear enough. If the teacher and the students could avoid the response that was not quite clear



enough like in the first meeting. The students needed to do as same as the teacher did in the second meeting, and the students needed to overreact to the teacher's feedback. Not all of feedback was given to the students was clear. When the feedback which given to the students' poorly. The students needed to overreact toward teacher's feedback. By doing that the students could maximize the information by asking to the teacher.

### **Suggestions**

Based on the result of the study on the analysis of the teacher's feedback on students' speaking errors at the eleventh grade of SMAN 01 Bangkalan, the researcher purposes some suggestions to the following persons.

#### **For the Teacher**

The result of this research can be used to improve the English teacher's ability in giving feedback to students who make errors. The researcher expects that it gives more information and explanation to English teacher who wants to give feedback to the students. In addition, the result of this research can be used as a guidance of a scientific reference.

#### **For the Students**

The result of this research can be used to improve the students' ability in receiving the teacher's feedback. The researcher expects that it gives more information to the students who want to get the content of teacher's feedback.

For those who are interested in conducting similar research, they are recommended to analyze other aspects that have not been covered in this research. Therefore, the researcher faiths that there will be other researches to continue this research with different subjects and population relate to the teacher's feedback to minimize the students' error in a specific error.

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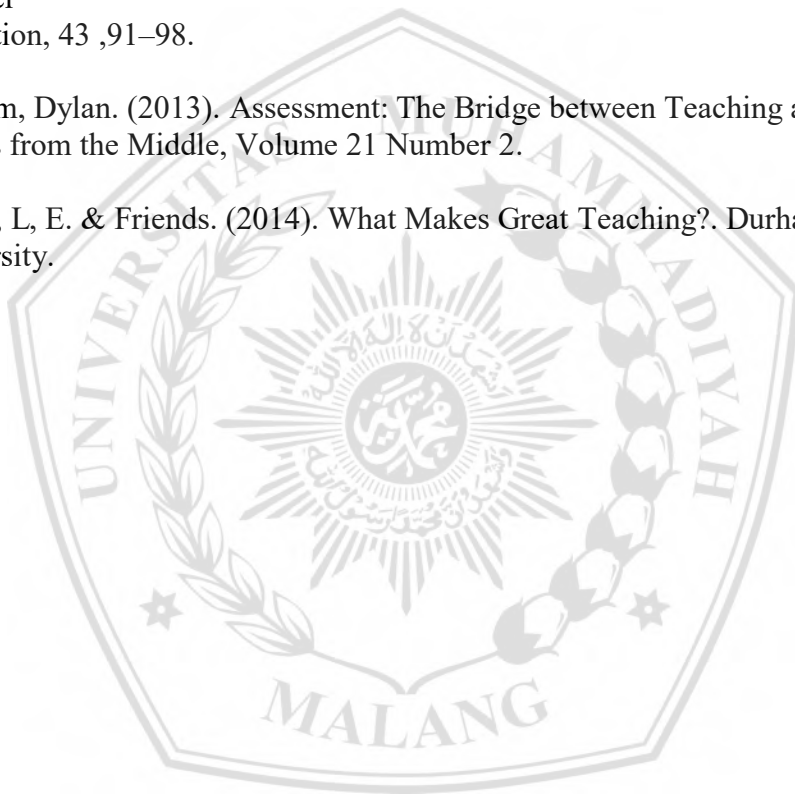
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## APPENDIX I

### FIELD NOTES OF OBSERVATION

**Date** : June, 19<sup>th</sup> 2018  
**Setting** : SMAN 01 Bangkalan  
**Class** : X-MIPA IV  
**Semester** : 2  
**Time** : 2 Hours

T: Teacher S: Student		
T/S	Dialogue	Line
T:	Assalamualaikum	119
S:	Walaikumsalam	120
T:	Ada Pr?, (any homework?)	121
S:	Ada bu, nyanyi nyanyian bahasa inggris (yes mom. Sing an english song)	122
T:	Siapa yang mau maju duluan (who gonna be the first singer?)	123
S:	<i>Saya bu (Reynita Eriansah)</i> ( let me being the first singer)	124
T:	<i>Ok. Mau nyanyi lagu apa?</i> (what kind of song)	125
S:	You are my sun shine.	126
T:	Ok. Mulai (ok, you can start)	127
S:	The other night, dear As I lay sleeping I dreamed I held you in my arms When I awoke, dear I was mistaken So I hung my head and I cried You are my sunshine My only sunshine	128
T:	<i>Sun shine?</i> (translate the language) (what do you call that?)	129
S:	Sun shine (there is a gap between the teacher and students)	130
T:	<i>Not that, sun shine</i>	131
S:	Sun shine	132
T:	<i>Ok nice.next?</i>	133
S:	<i>(there are 2 students come forward)</i>	134
T:	<i>Judul?</i> ( what tittle of song?)	135
S:	<i>Fire proof</i> I think I'm gonna lose my mind, Something deep inside me, I can't give up, I think I'm gonna lose my mind,	136

	I roll and I roll 'til I'm out of luck, yeah, I roll and I roll 'til I'm out of luck, I'm feeling something deep inside, Hotter than a jet stream burning up, I got a feeling deep inside, It's taking, it's taking all I've got, yeah, It's taking, it's taking all I've got 'Cause nobody knows you, baby, the way I do, And nobody loves you, baby, the way I do, It's been so long, it's been so long, maybe you are fireproof, 'Cause nobody saves me, baby, the way you do I think I'm gonna win this time, Riding on the wind and I won't give up, I think I'm gonna win this time, I roll and I roll, 'til I change my luck, I roll and I roll, 'til I change my luck	
T:	<i>Ok nice, Next?</i>	137
S:	Saya akan menyanyikan lagu adele "Hello" (I will sing an Adele song "Hello")	138
T:	<i>Ok Start</i>	139
	(After all students sing a song only 1 students did an error and the teacher gave feedback)	140

## APPENDIX II

### FIELD NOTES OF OBSERVATION

**Date** : June, 19<sup>th</sup> 2018  
**Setting** : *SMAN 01 Bangkalan*  
**Class** : X-MIPA IV  
**Semester** : 2  
**Time** : 1 Hour

<b>T: Teacher</b> <b>S: Student</b>		
T/S	Dialogue	Line
T:	Assalamualaikum	119
S:	Walaikumsalam	120
T:	Siapa yang presentasi?, (who will be presenting a material?)	121
S:	Kelompok satu bu ( First group )	122
T:	Materi tentang apa? (what material will be presented?)	123
S:	<i>MOST, SOME, ALL</i>	124
T:	<i>Ok. Mulai</i> (OK, Start)	125
S:	(The students present for about thirty minutes) (In the ask and answer season, there is one student ask to the presenter)	126
S:	Why, most, some, all .....	127
T	Why?	128
S	Most	129
T:	Most (there is a gap between the teacher and students)	130
S:	Most	131
T:	And?	132
S:	<i>Most, all</i>	133
T:	<i>All</i> (There is a gap between the student said and the teacher said) (the bell is ringing because the teacher only have 1 hour)	134

### Appendix III

Interviewer:	Good afternoon. I would like to have an interview for	1
	completing my thesis data. Could you tell about yourself a little	2
	bit?	3
Interviewee:	My name is Eriansah. I am from IA 5	4
	2017. I come from Bangkalan. That's it.	5
Interviewer:	Okay, Eriansah, straight to the first question about Teaching and learning	6
	process. So, please answer related to the question that suits	7
	with the situation in the class. Alright. First, when your teacher give you a feedback	8
	, did you listen to the teacher?	9
	Did you understand the content of feedback?	10
Interviewee:	I always listen what teacher said to me. And sometime i understand what teacher	11
	taught to me but when the teacher give me less explanation about my error or	
	mistake, it make me confused although i know the gap. But im still fell not quite	
	good enough.	
Interviewer:	Okay, if you did not get the content of feedback, do you overreact it means asking	12
	more explanation or asking what kind of error that you made?	
Interviewee:	No, i did not.	13
Interviewer:	Why? If you did not give reaction you cannot fix your error	14
Interviewee:	Yes, if i give reaction. Iam afraid i got angry, I afraid that my teacher angry because	15
	i still did not understand and said i did not hear properly	
Interviewer:	Okay. So, do you hear properly?	16
Interviewee:	Yes i do, i always hear properly when my teachers' give feedback, but sometimes i	17
	got nervous. Because all of my friends watching me.	
Interviewer:	Could you tell me the condition when the teacher give you feedback in the first	18
	meeting ?	
Interviewee:	Yes. As i remembered. I did an error. I sing a song. But there is one word that i have	21
	wrong to said. I said sun shine in a wrong way. My teacher repeat that word but in	
	different way to pronoun.	
Interviewer:	Ok. Do you think that feedback is clear?	22
Interviewee:	Yes. I found a gap between mine and the teachers'. But i felt not quite clear, it	23
	because i feel there is something i miss the information	
	So i think	24
Interviewer:	Can you fix the error after the teacher gave you feedback	25
Interviewee:	Not really	26
Interviewer:	So do You think feedback is important to be given when you did an error?	27
Interviewee:	Yes its very important when i did an error. I can get information how i fix an error or	28
	the correct think should be like that, etc.	
Interviewer:	So, can you tell me what kind of condition that you did not get the message or	29
	information from the feedback?	
Interviewee:	Right. Sometimes when i heard my teacher. Its very crowded in outside class. So i	30
	cannot hear the explanation. And the teacher only give less feedback. In the first	
	meeting i just felt the teacher give a little bit explanation although i found the gap	
Interviewer:	Well, when you cannot hear properly or you still need more explanation. Did you	31
	ask more to the teacher?	
Interviewee:	No,i did not do that. Because I am afraid i got angry	32
Interviewer:	Ok for second meeting, I found your teacher gave you feedback, do you feel do an	33
	error?	
Interviewee:	Yes I do	34
Interviewer:	Ok if you feel did an error, and your teacher gave you feedback. Did You understand	35
	the content of feedback which the teacher use?	
Interviewee:	Yaa I feel there is a gap between what I talk and the teacher feedback	36



Interviewer:	Could you tell me how the teacher give you feedback when i observed your class in the second meeting?	37
	So in question session. I want to ask to the presenter. While I give a question. The teacher ask me to clarification what I said. And I repeat what the teacher said	38
Interviewer:	can you tell me which feedback that make you more understand?	39
Interviewee:	I think the second meeting made me more understand, because the teacher repeat the feedback many times until i feel the gap between mine, in the first meeting i feel the gap but its not to quite clear to me	40
Interviewer:	Alright. So, so far feedback is really important and good and if I may repeat what you said before, that feedback is good and helpful if you did an error, right? But if you did not or cannot listen carefully. You did not know the message and information from the feedback. Severity when you did not get the message, you did not ask more to the teacher. It make it worst. Then. If the teacher repeat the feedback many times, you can learn a lot from those feedback. Ok Reynita, thank you so much. Hopefully the result will useful for all. Good afternoon.	41
Interviewee:	Good afternoon	42

